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ABSTRACT

Activities related to the skill category "clock time" are given. For each objective, three levels of activities are given: primary, elementary-middle, and secondary. Enrichment activities are also provided. (MP)

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ED179343

ACTIVITY BOOKLET

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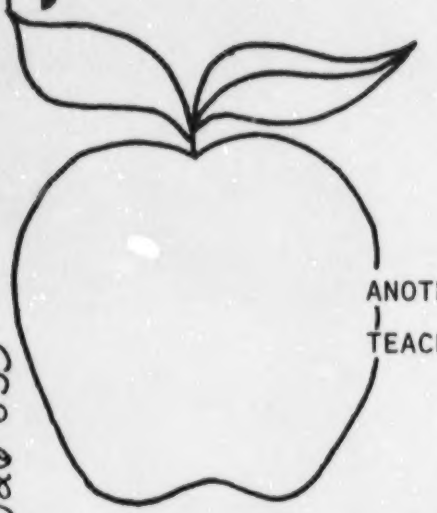
I. Quantitive

A. Clock Time



ANOTHER GLRS
TEACHER SUPPORT SERVICE

RESOURCE GUIDE
TO
APPLIED BASIC SKILLS

BY: CENTER FOR EDUCATIONAL IMPROVEMENT
AND
NORTHEAST GEORGIA CESA
WINTERVILLE, GEORGIA

SE 026 833

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 1

Behavior: To identify numbers 1-12

Primary Activity	Elementary-Middle	Secondary Activity
Given a large clock with numerals and a hand full of numbers. The student will be able to match numerals in hand with numerals on clock.	a) Make a set of bingo cards using numerals 1-12. Example - see next page. b) Given blank laminated clock, have students fill in numbers, then check with clock. c) Use same bingo idea, have students roll dice to play.	Clock solitaire - make a set of cards #1-12 with 4 "wild cards". (Object: get all cards face up before all "wild cards" are shown). See diagram. Deal cards as shown:

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 2

Behavior: To say the name of numerals.

Primary Activity	Elementary-Middle	Secondary Activity
Bowling: Given 12 potato chips cans with a single numeral 1-12 in each can. Using ball, knock "pins" down and identify number within.	Make flash cards with numerals 1-12; have the children draw cards and teacher say the word, then the student tells what the numeral says. Have the children place numerals in correct order on a numeral line. Say the numerals.	Play card games which require student to say the numbers. Give the students many verbal clues as to numeral pronunciation then assist them in playing the games. Example: Go fishing.

B	I	N	G	O
5	4	8	3	10
2	6	9	7	5
9	5		8	10
3	0	11	2	4
1	5	10	12	8

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 3

Behavior: To place the numerals 1-12 on a number line.

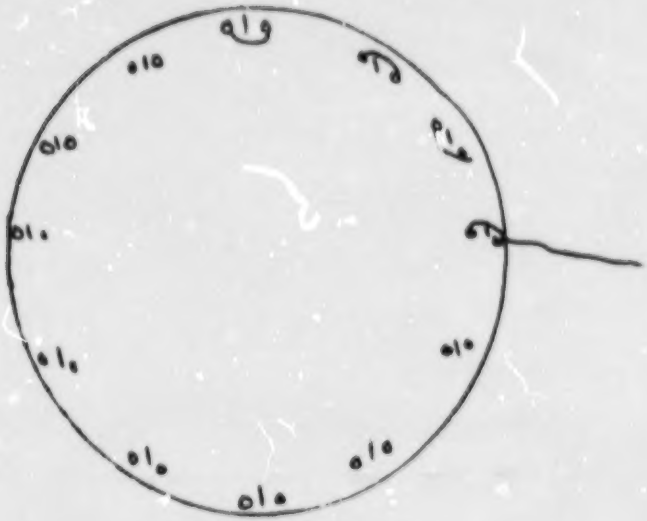
Primary Activity	Elementary-Middle	Secondary Activity
Make number lines 1-12 on strips of cardboard. Give each child a set of numerals 1-12. Have him match his numerals to the numerals on the numeral line.	Play the fish bowl game. Have the child fish for a numeral and place on the numeral line. Match and say.	Given felt number line, 12 numbered ping pong balls backed with valero. Throw in order (or not) and get points according to number line.

Skill Category: Clock Time

Flow Chart Code: Prima / I-A # 4

Behavior: To move the numerals 1-12 from their number line position to their clock for position.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher will draw clock faces on cardboard. Have the children cut the numerals from a number line and place them in the correct position on the clock face. Have example to show students.	Make a felt clock face with numerals 1-12 to signify the order. Make a velcro backed number line. Cut the number line into 12 pieces. Have the students place a number beginning with 1 and going to 12 on the clock face matching the numerals on the clock.	Make a cardboard circle. Punch 24 holes in pairs, next take a piece of yarn and string the 24 holes. This gives 12 pieces of yarn to number as a number line 1-12 with pieces of paper and tape. Example on next page.



Skill Category: Clock Time

Flow Chart Code: Primary I-A # 5

Behavior: Places a numeral in its clockface position in correct order.

Primary Activity	Elementary-Middle	Secondary Activity
Make a clock face on floor out of masking tape. Have student carry cards 1-12 to their proper place on the clock face.	Give student a cardboard clock face without numbers and twelve cards with numbers 1-12. Have student place the cards with number in their correct order in the clock face.	On a sheet of paper with a clock face without numbers, have the student write the numbers on the clock face.

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 6

Behavior: To read aloud #'s on clock 1-12 in order.

Primary Activity	Elementary-Middle	Secondary Activity
Make a clock on floor with masking tape. Lead children in clock march saying numbers in sequence as you go around.	Make a clock on floor with masking tape. Child must go stand at numeral called out.	Given large clock on floor dribble ball around clock saying numbers in sequence

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 7

Behavior: To identify time on the hour.

Primary Activity	Elementary-Middle	Secondary Activity
Each child has paper place clock. With stationary minute hand, teacher calls out time and the students match their clock faces to large clock in front of room.	"Beat the clock". Each child given paper clock divided into teams. Given time by teacher, see which team gets time first. Award points.	Make an on the hour schedule of activities on the board. Select one student to be the time teller. He goes to the board and erases the time when the activity changes.

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 8

Behavior: To count to 60 by ones using a number line.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher will use a number chart to show the number families. She will show that each family has 9 children. Write them on the board and have the children say them. Show the 10 family. Say it, have a child write in the children, then the family name. Continue with each family. Example on next page.	Teacher will draw a chart. Write numerals from 1-60. Then go over it with the student thoroughly to see who knows them. Have a student say numbers 1-60. Erase some of the numbers and have student fill in the missing numerals.	Reading speedometer to sixty. Draw large speedometer with individual marks.

0	10	20	30	40	50	60
1	1	1				
2	2	2				
3	3	3				
4	4	4				
5	5	5				
6	6	6				
7	7	7				
8	8	8				
9	9	9				

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 9

Behavior: To count to (sixty) without stopping by using a number line.

Primary Activity	Elementary-Middle	Secondary Activity
Continue rote counting as far as possible using: 1. Jump ropes 2. Bean bags with "catch' em" Count as a group with the teacher leading.	Play Giant Steps: (May I). Tell students to take a certain number of steps- student must say "May I" or must take that number of steps backward. Student wins by crossing a line that is approximately sixty steps long.	Turn a bicycle on its side and put it up on two cinder blocks so the rear wheel will turn. Tape numbers on the spokes of the wheel from 1-60. Place a piece of tape on the frame that holds the wheel. Spin the wheel and then read the number that lands on the mark of the tape. Repeat many times.

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 10

Behavior: To recognize that a clock face is like a number line that is curved.

Primary Activity	Elementary-Middle	Secondary Activity
The teacher using a strip of construction paper write numerals, measure then cut, fold the end together forming a circle, staple together forming a clock face position. Have enough paper prepared so that each student can make his own clock.	Draw a circle on peg board. Lay a piece of string around the circle and then cut the string. Make enough so that each member of the class has one to make. Starch the strings to make them straight and stiff. Have the students to mark off 12 equal spaces on the starched string then ask if the string is the same length as the circle? Have the students wet their strings and then mount them on the peg board, bring attention to the 12 markings and a clock face.	Compare: protractor and tape measure as making the curved number line. Cut 1" wide pieces off cardboard cylinder roll. Ask each student to mark 12 equal spaced marks on the piece of cylinder. After marking have the student cut the cylinder 1 time and stretch it out straight to see that the 12 marks on the circle are the same when they are straight. Compare this to a clock.

Skill Category: Clock Time **Flow Chart Code:** Primary I-A # 11

Behavior: To recognize that the minute hand is the pointer for the 60 number line.

Primary Activity	Elementary-Middle	Secondary Activity
Given stationary hour hand on large clock. Move minute hand around and count to 60 as you go (Numbers 1-60 around edge)	Setting old watches and clocks. Make a clock out of peg board, make hands out of pegboard, punch out 60 holes on the edge of the circle, punch 1 hole in the long hand, make sure that the long hand extends over the holes punched in the sides. Use a straw to mark the 60 mark by moving the long hand to a minute mark and placing the straw through the minute hand hole and the minute mark hole. Say the minute aloud.	Place 60 marks in a large circle (outside make mark from flour; inside masking tape). Have the students stand on the hour marks, place 3 students in the center of circle, give 1 student long piece of adding machine paper. Give the other 2 students a piece of adding machine paper about 3/4 the length of the first piece. Have the 2 students stand one in the middle, the other at the end of the paper facing an hour student. Then ask the other student to hold the long paper and call on one of the outside hour students to come get the other end of the paper

Skill Category:

Behavior:

Flow Chart Code: Primary I-A
11 (cont'd)

Primary Activity	Elementary-Middle	Secondary Activity
		tape. The student is to then step on the 5 marks between to pass the tape on to the next outside student. The next student walks on the next 5 marks and passes the paper tape to the 3 students. Go around the circle with the teacher telling time by minutes and encouraging the other students to join in the count.

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 12

Behavior: Reads __:00 as o'clock

Primary Activity	Elementary-Middle	Secondary Activity
Make a large clock out of a piece of pegboard with 12 numbers showing. Beside each number write __:00. Have a student come to the front of the clock and pretend his arms are the clock arms. Have him place 1 arm facing the 1 and the other arm at 12. Teacher should tell time and then write it into the 1:00. Change the students and reset clock. Then have another student come to the board and write in the number, __:00. Continue until all blanks are filled.	Make tagboard slides 3 x 9 inches = :00. Write 1 and 00 on each card. Cover the card with clear contact paper, cut 2 slits on left side of card so that a strip of paper will slide through the holes. Make a slide with 12 numerals written on the slide. Have the students place the slide into the pegboard slits and slide the numbers into place to tell time.	Make cards up for a matching card game. Four cards for each hour of time up to 12. Have the students play "go fishing" to match up the hour cards. Assist the students in saying the card numbers.

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 13

Behavior: Says "o'clock" when the minute hand is at the top center position.

Primary Activity

Make a clock from poster board and a brass fastener. At the top of the clock tape a 3 x 5 card at the top of card so it will lift up.

- tape
- 3x5 card

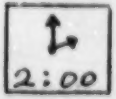
Under the card place the word "o'clock", turn the hands on clock to specific hour and read it as __ o'clock. Lift up the card to emphasize it each time you change the clock.

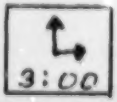
Elementary-Middle

Given 2 photo cubes, one with numbers written on it and the other with o'clock written on all of its sides. Have the students toss the 2 cubes onto rug. Read the numbers aloud and the word aloud. The teacher can mark the number read on a check by moving the hands and repeating the numbers and "o'clock". Let the student throw the cubes and then set the clock and say the time.

Secondary Activity

Make a clock out of poster board with the numbers showing; make 12 pieces of poster board the same size as the clock. Cut out clock hands to simplify the 12 on the hour time from the 12 pieces of poster board. Place one of the pieces of poster board over the clock to show time. Have the students read time, remove this poster board and place another one to show the time.





Skill Category: Clock Time

Flow Chart Code: Primary I-A # 14

Behavior: Associate hours with the numeral indicated by the shorter hour hand on the clock face.

Primary Activity	Elementary-Middle	Secondary Activity
Given a clock with envelopes at top of each of the 12 numbers. Make 12 cards with numerals 1-12 written on cards, place the hands on the clock to indicate time. Place a card into envelope to show the time indicated by the short hand on the clock, read aloud, teacher will show on the peg time clock the hour hand and the minute hand; have children compare, show that the hour hand is shorter than the minute hand.	Make a clock with stationary long hand pointing at the 12, and short hand that revolves. Place the short hand pointing to a number. Tell the time aloud. Move the hand and read it again. Let the students make their own clocks from paper plates, brass fasteners and poster board.	Make a sun dial from stones and a stick in the yard. Have the students place the stick in the ground in the vertical position. Go outside just before the hour change and place a stone at the shadows end as the hour comes up show the shadow as the short hand on a clock. Place as many stones as the school day allows.

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 15

Behavior: Reads aloud the time as indicated by the positions of the hands for time on the hour.

Primary Activity	Elementary-Middle	Secondary Activity
Given two large clocks. The teacher will set one and read the time. She will then select a child to come up and set the other clock to identical positions and read the time. Repeat.	Have children cut out hour hands and minute hands. Then child will be given a page of 12 clocks. Have him/her paste hands to show time on the hour. Teacher will show on peg-board clock. Child will make his look like teacher's.	Have a digital clock and a regular clock on the table. Have one student read the digits on the digital clock then compare the hand positions on the regular clock. Repeat many times.

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 16

Behavior: Says "o'clock" when reading or referring to time on the hours.

Primary Activity	Elementary-Middle	Secondary Activity
Given an automatic electric switch timer and a tape player. The teacher can plug in the timer. Set it to go off on the hour. She should plug the timer into the recorder. Read o'clock into the recorder. When the timer checks it will begin the recorder, the recorder will say o'clock. Tell the students to look at the wall clock and the teacher should read the time with the students. The startle effect will help.	Given a tape recorder and a clock. The teacher will set the clock and read the time into the recorder. She will let each student say the time making sure that each student says o'clock. Repeat each time by resetting clock.	Given a time clock, have the students punch holes in time cards when they begin an activity on the hour and read the time aloud by saying __o'clock. Repeat many times.

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 17

Behavior: To read numeral on the clock face which the hour hand has just passed.

Primary Activity	Elementary-Middle	Secondary Activity
Given hour hand clock # 7 and minute hand clock # 11. Remove both moveable hands and place new clock. Read old clock face positions and then read new clock face positions.	Using large clock or watch observe how hands passes manually operated to speed process read time as the hand passes the hour mark.	Given a clock with punch out numerals the student can set the clock just as it passes the hour. Say the numeral aloud and punch out the correct number to indicate just passing it by the hour hand.

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 18

Behavior: Recognizes that the hour hand moves slowly from one numeral to the next.

Primary Activity	Elementary-Middle	Secondary Activity
Make a clock face on the board. Assign one student to put a mark for the hour hand in red crayon at the end of the hour. Assign the minute marks to the other students. At the end of every minute ask one of the minute students to go to the board and put a mark on the clock. Keep telling the hour mark student to wait. At end of hour let the red marker place a mark on the clock. Draw conclusions for the class.	Teacher would present a real clock demonstration. The progress which the short hand rotates slower than the long hand. Take the long hand 60 minutes to go around the clock while the short hand moves one number to the next which is 5 minutes.	Given an hour glass and a minute glass. Assign one student to watch the minute times to move the large hand on a clock and one student to watch the hour glass to move the short hand on a clock. After 1 hour talk to the class about the number of times each hand moved and which is slowest.

Skill Category: Clock Time

Flow Chart Code: Primary I-A # 19

Behavior: To count by 5 on 60 number line.

Primary Activity	Elementary-Middle	Secondary Activity
Prepare number lines from 1-60 on strips of paper. Have the child circle sets of 5 then have him circle the last number of each set. This can be done with red crayon. Have him say the last number of the set. Example: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 etc. (Gear ability to children)	Given a 60 foot chalk line on the outside, have the students use a 5' string to make hash marks every 5 feet on the line, then have the students write in flour the numerals for the 5's grouping beside the hash marks. Run down the line and read off the numerals; 5, 10, 15, etc.	Cut a 60 foot piece of string into 20 five foot pieces. Have the students hold one piece of string in one hand and another piece in the other hand. Each student should hold on to another student's string to form a circle. Have one student go around circle and count by 5's. The students could make tags to put on their tacks 5's, 10, 15, 20. Repeat with another student counting.

Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 1

Behavior: To show a designated time on the clock face: time designated will be time on hour.

Primary Activity	Elementary-Middle	Secondary Activity
Given a large clock with numerals and a hand full of numbers. The student will be able to match numbers in hand with numbers on clock.	Write the correct time under each clock.	Each child is given a clock Call out a specific time and have kids place the hands to show the correct time.

Skill Category: Clock Time

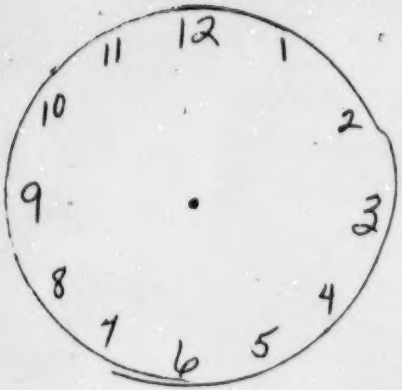
Flow Chart Code: Elementary I-A # 2, 3, 6

Behavior: To show time on the half hour.

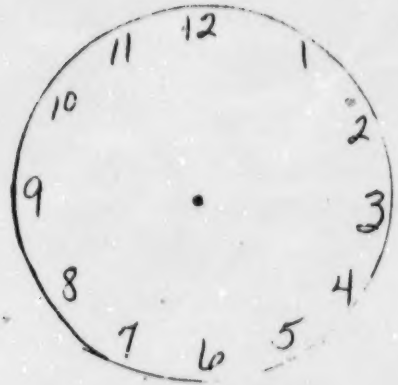
Primary Activity	Elementary-Middle	Secondary Activity
Give each child a clock and call out 12:30, 1:30, 6:30, etc. and have children place the hands on the correct time.	Make a set of 12 clocks. Set clocks on the half hour. Read time as ___ minutes after hour. Use clocks to teach time on half hour. Have the children make clocks showing time on the half hour. Combine cards with time on hour and play "What Time Is It?"	Give each child a responsibility to be done on the half hour; empty trash, water the plants. Have them make a chart or schedule to check off as they perform their duties.

Elementary I-A
1

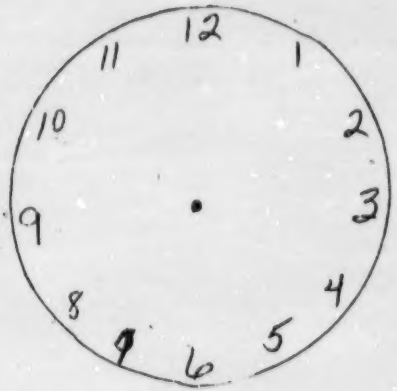
Draw hands to show time on the hour.



3:00



6:00



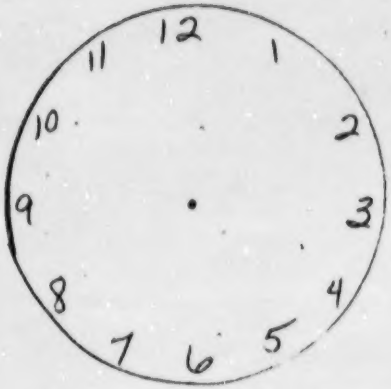
10:00

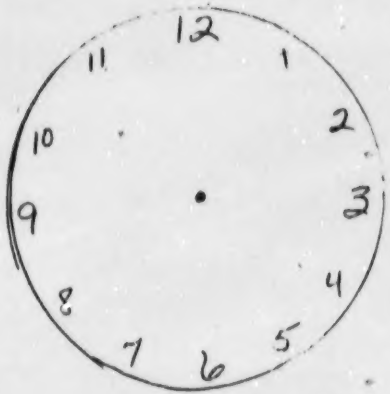
Elementary I-A
1

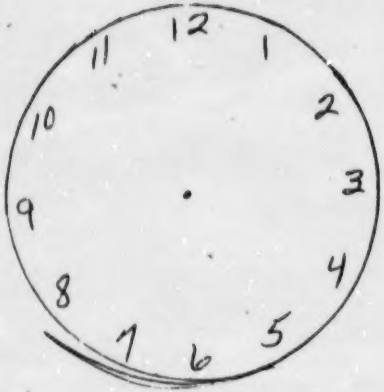
In the blanks below these clocks, write the time the clocks tell.

Shade one half of each clock.

Elementary I-A
2,3, 6



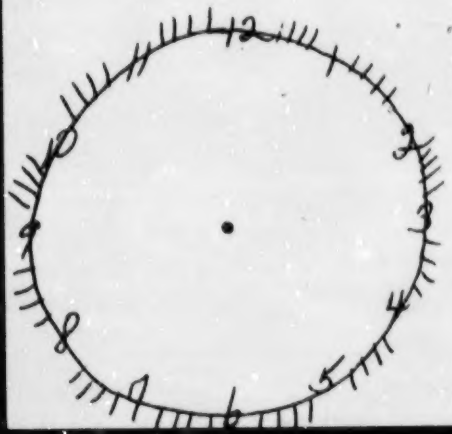




Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 4, 5

Behavior: To recognize that the numerals on a number line in a 1-1 correspond to 60 minutes on clock face.

Primary Activity	Elementary-Middle	Secondary Activity
Give each child a clock face showing the second marks (worksheet). Let them number the seconds to 60. 	Make number line from cardboard, numbers 1-60. Use peg time clocks and pegs. Peg the time from 1-60. Show that pegs can be matched to designate points on the number line.	See Elementary I-A, # 10.

Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 7, 8, 9, 10

Behavior: To show a designated time on clock face; designated time will be time on hour.

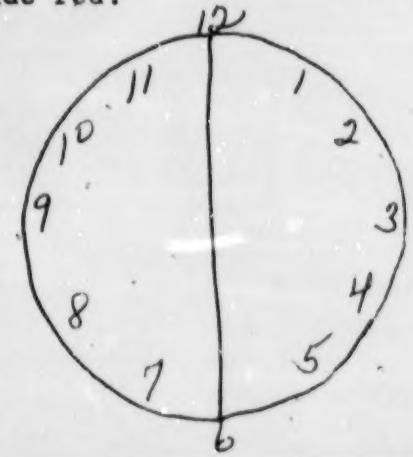
Primary Activity	Elementary-Middle	Secondary Activity
Let kids write out the time 8 o'clock, 6 o'clock, 10 o'clock.	Teacher will prepare a set of 12 clocks from cardboard or construction paper. Each clock will give time on the hour 1-12. Play a game; "What Time Is It?". Child with the largest number right will be <u>It</u> for the next game. Continue until each child has a turn.	Let student prepare clocks on own or for others from various materials.

Answer: 8 o'clock

Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 12, 13

Behavior: To recognize that thirty minutes after the hour is the same as half after the hour.

Primary Activity	Elementary-Middle	Secondary Activity
Give kids a sheet that has a divided clock like below. Let them color the before side blue and the after side red. 	Use paper clock face to show how the clock may be divided in half. Have the child count by 5 the number of minutes in one-half hour. Show him that 30 minutes and one-half are the same. Have him/her draw and shade clockface to show various times half after the hour. Example: Half after 2, 3, 4, 7, 8, 10, etc.	Use as teaching materials for a younger class.

Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 14, 15

Behavior: To say minutes and hours in sequence, to tell time correctly to the minute using language "after the hour".

Primary Activity	Elementary-Middle	Secondary Activity
Let kids unscramble time sequence with one hour time spans. 1:20 1:30 1:40 1:00 1:25 1:35 1:05 1:10	Review numbers 5-60, use flashcards. Give a quick flash drill. Show on the chalkboard how to shade clock and count 6:35, 7:35, 8:35, etc. Give the child a set of clocks to shade. Have him shade, count by 5 and read the time correctly.	Have a list of times written on a worksheet and let the children put them in sequence. 1:25, 12:20 6:35 12:15

Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 16, 17, 18

Behavior: To recognize relationship between the placement of numerals 12 number line.

Primary Activity	Elementary-Middle	Secondary Activity
	Have the child write numbers 1-60 on a number line. Have him circle sets of five. Count by 1-60, then by 5-60. Count on the clock the minutes 1-60, then count by 5-60. Help him to see the relationship.	bake cakes (single layer). Number to resemble clock and eat "5 minutes". Every 5 minutes each piece eaten in turn.

Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 19, 20

Behavior: To count multiples of five on a clock face as indicated by the numeral on the clock face to which the longer hand is pointing.

Primary Activity	Elementary-Middle	Secondary Activity
	Teacher will set the peg clock face at various minutes after the hour. Have the children count stopping at the minute hand. Have them read the time as __ minutes after the hour. Example: 8 minutes after 2; 6 minutes after 5; 4 minutes after 8, etc.	Give him a page of clock faces. Have him draw hands to show designated minutes after the hour. Example: 7 minutes after 4; 6 minutes after 2; 3 minutes after 1, etc. Have him read the time.

Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 22

Behavior: To say a quarter after the hour.

~~Primary Activity~~	Elementary-Middle	Secondary Activity
Example: Have a clock with moveable hands in front of class. Show 15 after and say it is "one quarter" after. Move the clock to the next hour and ask kids to come up and show "quarter after ___".	Teacher will make clock faces to show 4 parts. Shade one quarter of the clock. Explain that a quarter or 15 minutes of the clock is shaded. Show another clock face showing 15 after 4. Shade it.	Have the children read the time. Let them shade clock on the chalk board showing a quarter after 1, 2, 3, 4, and 5. Have them shade clocks on paper. Show quarter after 1, 2, 3, 4, and 5. Have them read the time.

Skill Category: Clock Time **Flow Chart Code:** Elementary I-A # 21,22,23,24

Behavior: To recognize that fifteen minutes after the hour is another name for a quarter after the hour and that thirty minutes after is another name for half after the hour.

Primary Activity	Elementary-Middle	Secondary Activity
Show a clock saying 15 after __. Explain that this is also one quarter after. Do the same with 30 minutes and half past or half after. Show quarter after and ask for two ways to read it. Show 30 minutes after and ask for two ways to show it.	The teacher would explain to the student that 15 after is the same as a quarter after. It is 15 after; that is a quarter after.	Write on board a number of questions about this. Such as 1. Name two ways to read this time. 2. Give a time showing "one quarter" after. 3. Give a time showing 30 minutes after.

Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 25, 26

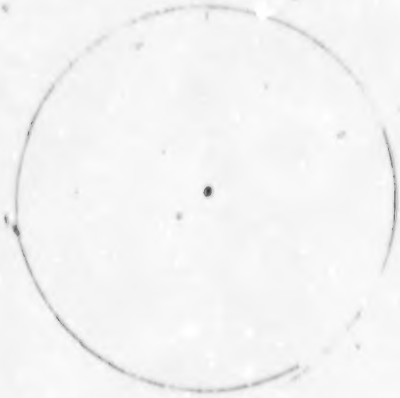
Behavior: Realize that another name for a quarter before the next hour is 15 minutes before the next hour. To generalize that 45 minutes after one hour is another name for 15 minutes before the next hour.

Primary Activity	Elementary-Middle	Secondary Activity
See Clock Time, Elem.I-A, # 21-24. Show a clock at 12:45 and explain that that is the same as 15 minutes until one o'clock.	Have the children start at 9 and count to 12. Have them say 15 before the hour. Have them count from 12-9 and say 45 after the hour. Draw hands to show time before the hour and 45 after the hour.	See Clock Time, Elem.I-A, # 21-24. Say to the kids: "Draw a clock that says 45 minutes until 1:00." (Do several of these per kid.)

Elementary I-A
25, 26

Draw hands to show 15 minutes before the hour.

1:45



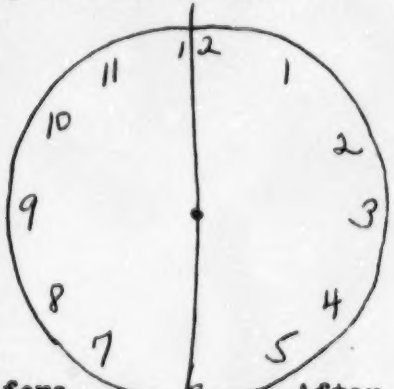
12:45

15 until 1:00

Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 27

Behavior: To use the language "after the hour" when referring to the number of minutes the minute hand has traveled past the numeral 12 on a clock face. Use the language "before the hour" when referring to a number of minutes the minute hand must travel to reach the numeral 12 again during a span of sixty minutes.

Primary Activity	Elementary-Middle	Secondary Activity
Given a clock labeled "before" and "after", the students will read the time correctly as so many minutes before and so many minutes after.  Before ... after	The teacher will show the students how they can count minutes after the hour and minutes before the next hour.	Experience story showing that one time can be expressed different ways; "what happened at half past?"

Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 28

Behavior: To count in a clockwise direction the number of minutes the minute hand must travel to reach the numeral 12.

Primary Activity	Elementary-Middle	Secondary Activity
Given a clock, the minute hand will be set on 12. The teacher will let students tell the time. Then, one student will move the minute hand around the clock 60 minutes till the next hour shows. The students will tell the time again. Students will take turns moving the minute hand.	The teacher would show the student where to start on the clock. Start counting minutes from 12 back to 12.	Given a list of times within an hour, have the students arrange the times so that one hour has passed. Have them put hands on clocks to show corresponding passing time. 1:55 1:20 1:05 1:35 1:15 1:10 1:45 1:25 1:40 1:30 1:50 2:00

Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 29

Behavior: To count in a counterclockwise direction from the numeral 12 to determine how many minutes the minute hand must travel to get back to 12.

Primary Activity	Elementary-Middle	Secondary Activity
See Elem.I-A, # 28. (Reverse activity)	Have the children count backward from 12 to the minute hand to determine the number of minutes. Give the children a set of clocks. Have them draw the hands to show designated time before the hour.	See Elem.I-A, # 28. (Reverse activity)

Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 30 | 31

Behavior: To tell time to the minute using the language "minutes after the hour", "minutes before the hour", "one-quarter after", "one-half after", "one-quarter before", and "X o"clock".

Primary Activity	Elementary-Middle	Secondary Activity
Have clocks drawn on board and ask kids to read the time two ways.	The teacher would draw hands showing how many minutes past or after the hour.	Observes times and activities on Today in Georgia or Good Morning America. Call time and record.

Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 32

Behavior: To show the correct time on a clock face in response to the written forms, 8:00, 8:16, etc.

Primary Activity	Elementary-Middle	Secondary Activity
Have worksheets for kids with clocks drawn with numbers only. Label each time at bottom and have them fill them in correctly.	Give the children a sheet with clock faces. Have the children draw hands to show time.	Or real clocks.

Skill Category: Clock Time

Flow Chart Code: Elementary I-A # 33

Behavior: To identify the time shown on a clock face by selecting the correct written response from a set of heterogeneous forms.

Primary Activity	Elementary-Middle	Secondary Activity
Match: 8:00 6:30 9:35 12:00 3:45 9:20 	Write the correct time under each clock.	Same as Primary and Secondary.

Enrichment Activity: Hours and Minutes — Elementary I-A

Aims: Understand the function of the hour and minute hands of the clock; counting by 5 as related to telling time.

1. Cross out the wrong word.

The short hand is the $\frac{\text{minute}}{\text{hour}}$ hand.

The long hand is the $\frac{\text{minute}}{\text{hour}}$ hand.

In one hour the $\frac{\text{short}}{\text{long}}$ hand goes around the clock once.

In 12 hours the $\frac{\text{short}}{\text{long}}$ hand goes around the clock once.

2. Count the minutes in an hour by 10's.

____ ____ ____ ____ ____ ____

Count the minutes in a half hour by 5's.

____ ____ ____ ____ ____ ____

Count in an hour by 5's.

Enrichment Activity: What Time of Day? Elementary I-A
Aim: Understand the meaning of a day: A.M. and P.M.

1. Write the numerals on the clock. Draw the hands to show the time of your favorite TV program. If it is shown in the morning, write A.M. under the clock. If it is shown after noon, write P.M. under the clock.

2. On the chart write the time that you do each of the following. Write whether you do it before noon or after noon. Draw hands on the clock to show when you do each. Answers vary.

Activity	Time	A.M.	P.M.
Go to bed			
Wake up			
Go to school			
Go home			
Eat supper			
Eat breakfast			

Elementary I-A
1

Draw hands to show time on the hour.

5:00

8:00

11:00

Elementary I-A
2, 3, 6

In the blanks below these clocks, write the time the clocks tell.

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